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ABSTRACT

A rationale and guidelines are presented for the development of a general education program at Fraser Valley College (FVC). Section I notes some of the factors in the United States, Canada, British Columbia, and FVC that favor or hinder the strengthening of general education programs. Section II presents a justification for a general education program at FVC, provides a definition and context for such a program, and describes the roles of academic faculty in program development and implementation. Section III examines the form FVC's general education program should take and includes a discussion of the immediate and long-term prospects for its development. Section IV proposes steps for program implementation, including: (1) the development of the first general education course in "Work," "Science, Technology, Contemporary Society, and Values," or "Work and Values," depending upon the availability of an appropriate faculty member; (2) the preparation for additional and more ambitious courses by, for example, compiling a resource bibliography, visiting schools with existing general education programs, and developing general education modules for various courses; (3) the development of the core of the general education program focusing on language and logic, work, heritage, and nature; (4) the assignment of a faculty member to coordinate a continuing general education program; and (5)the restructuring of the organization of existing academic programs. Appendices include a list of faculty members' areas of interest and suggestions for courses, a list of college resources, and a bibliography. (HB)

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REPORT TO THE HUMANITIES DEPARTMENT ON POSSIBLE CONTRIBUTIONS OF THE ACADEMIC PROGRAMS TO OTHER FRASER VALLEY COLLEGE PROGRAMS

PAUL HERMAN

MAY, 1982

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INTRODUCTION

The Self-Study and the Report of the Task Force on the Academic Program have documented the desire by faculty in Academic Programs to be useful in a variety of ways to students whose major interests are not in university transfer courses. These two reports and Virginia Cooke's report, Workshop on "Strengthening Humanities in Occupational Curricula" and Related Musings, give considerable evidence, including the attendance of the Director of Career Programs at this workshop, that it is both desirable and feasible for faculty from all areas to work together across traditional program boundaries in order to provide a better education for students in all programs.[1] Given that this ground has been covered, it is time to become quite specific about what steps should be taken by whom to further this common desire. Therefore, this report does the following: section I notes some of the North American, provincial, and College contexts that favour and hinder such initiatives; section II briefly notes the lack of an Academic Program at FVC, examines the concept of a General Education Program as a way to give form to these initiatives, and describes roles for Academic faculty in such a Program; section III examines what form a General Education Program should take at FVC; and, section IV proposes steps for the implementation of a General Education Program.

While I have attempted to base my conclusions in this report on documented evidence, it has not always been possible to do so. Consequently, some of them will be based only on my argued opinion. I hope that in such cases disagreement will not be so severe as to prevent us quickly doing something of substance in the directions argued for in this report. I suspect you will find that the arguments advanced are often stronger than needed to support the steps recommended in section IV.

Finally, this report has been written with too little direct consultation with colleagues here and at other colleges, but I found it difficult to know what I would be consulting them about until there were specific proposals on paper.

1. See Appendix A for interests expressed by members of the Academic Departments in response to the Task Force on the Academic Program questionnaire. See Appendix B for expressions of interest by faculty from other than the Academic Programs. Unfortunately, no questionnaire has been done querying faculty about how those outside the Academic Programs could assist faculty within the Academic Programs in teaching their courses.

I. SOME COMMENTS ON THE NORTH AMERICAN, PROVINCIAL, AND FRASER VALLEY COLLEGE CONTEXTS

The literature of the last ten years on post-secondary education is full of expressions of remorse, at least in the U.S., at having yielded to the supposed demands of students in the 1960s for abolition of General Education (GE) requirements in college and universities, i.e, the requirement that students take certain courses in a variety of areas in order to get their degrees.[2] MIT, Harvard, and other major American universities have recently reinstituted designating core courses that students must take in order to attain a general education. Some commentators see these actions as signaling a resurgence of the concept of GE. Other commentators have decried this approach, particularly as exemplified at Harvard, as quite inadequate and as being better described as a process of pork-barreling whereby Department A agrees that a course in Department B is a core course if Department B returns the favour for a course in Department A. These critics are unhappy not only with the pork-barreling process but also with the assumption that taking a bunch of courses provides a general education, e.g., that taking an Introduction to Geology course in order to satisfy a science requirement will provide the student with a basic understanding of scientific reasoning as opposed to merely preparing the student for a second course in Geology. These critics argue that special sorts of courses are needed for GE, and they often suggest interdisciplinary courses as the best method.[3]

The interdisciplinary route to GE has been taken by many community colleges in the U.S. It appears that these community colleges are leading the way in this regard, partly as a response to familiar pressures on their academic faculties

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2. The definition of GE is somewhat vague. See p. 9 below for such a definition. Distrust of such requirements lingers at FVC, as was evident during the Academic Programs' faculty discussion of requirements for an Academic Diploma at Fraser Valley Colleege.

3. See Botstein as one example of a critic.

from increased attention to occupational programs accompanied by cutbacks of funding for academic programs.[4] Colleges in all areas of the U.S. have developed special and interdisciplinary courses in order to provide GE for all their credit students regardless of program. The community colleges have been greatly aided by the U.S. government sponsored National Endowment for the Humanities (NEH) which has funded national research and also provided money to specific colleges to develop and begin offering these courses.[5] And it is reported that interdisciplinary humanities courses are one of the few areas of growing Humanities enrollments in the last few years.[6]

It does not look so good in our corner of the world. A good sign is that while there is much anxiety about decreased Humanities enrollments in the U.S. at the same time that overall and especially occupational enrollments are increasing, that pattern does not appear to hold at FVC.[7] Our problem does not seem to be that of attracting students. On the other hand, the B.C. government continues to cut our funding and to harrass administrators with bureaucratic tasks that deprive them of time to use creatively the funds we do have in order to develop and coordinate new programs. Within the academic areas, it feels, at least to this observer, that ossification has set in despite FVC's youth. (Some commentators have noted that major obstacles to major program innovation appear after a college is more than fourteen years old!) We spend all our time

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4. I use 'academic' to refer to the traditional disciplines in sciences, mathematics, social sciences, humanities, not to imply that academically respectable courses are not taught in other areas. To use 'liberal arts' or 'humanities' also poses problems: many authors and institutions, including the National Endowment for the Humanities, do not use 'humanities' as we do at FVC. E.g., NEH excludes English composition and the performing arts but includes cultural anthropology and cultural geography as humanities. I use 'occupational' to refer to Career and Vocational programs without implying that students in university transfer courses are not being educated for an occupation.

5. It was feared that the NEH 1982 budget would be cut to $85 million, but it was approved at $130.56 million. Allocation for 1983 is planned at $96 million.

6. Brawer.

7. There is some evidence that the lack of humanities in occupational programs in U.S. colleges is not the students' choice: see Kochline. Botstein also gives evidence that many students do not begin college with specific careers already in mind.

scrambling to perform routine administrative tasks and instruction for extant programs. Little time is provided for academic faculty to develop new programs unless they happen to be specially favoured by the Ministry of Education or FVC's administration. Major organizational changes and five year plans are rumoured, and fragments of academic departments are rechristened as career programs, but academic faculty are not well informed about such changes.

So, while the signs are good in some parts of North America for providing GE to all community college credit students, signs are less favourable in B.C. and at FVC. It is worth looking at our situation in the context of the results of a 1978 American survey of 254 public community colleges with regard to GE[8]:

- 87% offer a general education program;
- slightly over 50% of the colleges that offer a GE program require all diploma and certificate students to participate;
- for such students, 94% of the colleges require some course work in Communications, 83% require course work in arts and humanities, 82% require mathematics, 86% require natural sciences, 67% require health, physical and family education, 94% require social sciences, 48% require counseling and guidance courses;
- the majority of deans prefer topical, multidisciplinary courses, but most colleges use a restricted list of disciplinary courses to satisfy GE requirements.

Hammons also lists forces against GE[9]:

- Definitional Problems: the definition often becomes the issue, and in the absence of agreement, faculty lose interest.
- Faculty Resistance: few faculty have experienced a true GE course either as students or as faculty; few have the broad background necessary for teaching such courses; they are worried that their disciplinary ties will be lost; a great deal of preparation time is required; they fear a loss of enrollment in traditional courses and a subsequent reduction in number of faculty.
- Lack of Administrative Action: administrators do not openly advocate GE or initiate means to examine the issue.

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8. Hammons, pp. 66-67.

9. Hammons, pp. 67-70.

- Lack of Demonstrated Value: without a GE Program, it is difficult to do so.
- Organizational Structure of the College: organization by departments to preserve the integrity of disciplines and to simplify budgeting and cost accounting runs contrary to GE by restricting teaching to departmental budgetary areas.

Hammons does also list some forces in favour of GE, some of which do not appear to be directly relevant to our situation, e.g., current visibility of GE, but some are worth noting[10]:

- Increased Student Enrollments: since there is no GE program at FVC, and since such a program would surely be designed to attract students from outside normal university transfer areas, this prospect should counter-act the fear of decreased enrollments in courses taught by academic faculty.
- Failure of the Present System: "Few objective evaluators would disagree that present distribution requirements have failed to achieve the goals of general education. If given sufficient publicity, these deficiencies could be used as a strong force for change... A good argument could be made for the increased need for general education by the present clientele of the community college. This is especially true of older students, housewives, mothers-turned-students and minorities... A tremendous need exists for a relevant general education program for those students whose two years of college are intended to be the end of their formal education," i.e, for students in occupational programs.
- Availability of materials: as increasing numbers of community colleges embark upon such programs, more materials are becoming available, much of them produced by the colleges themselves. See Appendix D.

While Hammons' remarks do speak to some of the obstacles to a good GE program, many of these problems require more attention; that will be given in the following pages.

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10. Hammons, pp. 70-71

II. JUSTIFYING GENERAL EDUCATION

The Academic 'Program' at FVC and General Education

Although we have a report on the Academic Program at FVC, it does not appear that we actually have such a program. Our Calendar uses the titles "University Transfer" and "Academic Programs." There is no description of a University Transfer program, only some guidelines about transferability. Each of the Academic Programs, including two Programs that are also listed as Careers Programs, gives introductory explanations, justifications, and advertisements - many of them quite provocative - for the particular discipline. But there is no rationale for an Academic Program nor for a Humanities, Social Sciences, or Natural Sciences program.[11] So, it appears that the official justification for our existence that is available to our colleagues and to the public is simply that we are provisioners of university transfer courses for university bound students. We know that neither students nor academic faculty see themselves exclusively in that role.[12] Such a small percentage of our students actually do transfer to universities that we should surely have all chosen an honourable suicide rather than continue to fail so dismally at our only official function of sending students on to the universities.

It has been persuasively argued that in order to see our own value and thus to be able to argue well for our value to other programs, we need to see ourselves as offering a program. For example, how much thought is given to timetabling our courses as a program instead of simply as parts of other areas' programs?[13]

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11. In a memo of April 30, 1982, the Dean of Instruction announced that the Math and Computer Sciences parts of Math/Sciences Department had been made part of a Careers Program with its own Coordinator.

12. Several years ago, the Humanities Department briefly toyed with the problem of describing a Humanities program, but nothing ever came of it.

13. Cantor and Martens.

Again, I use 'we' here with deliberate vagueness so as not to beg questions addressed below about who we are. See Note 3 above.

There is a certain irony that we should have to be reminded of the need for self-definition in order to present ourselves to the world when that need is the message many of us try to convey to our students. Also see Cooke, p. 1, #1.

Can we take a cue towards our self-definition from our function as provisioners of University Transfer courses? Is our function within a community college something like the function of the universities? In order to define the latter, one might depart on either idealistic or cynical roads. I suspect the two roads are not so divergent. To be cynical, one might speculate that the university used to provide merely a high class occupational education, i.e, an education for the high classes. But why did it take that particular form? Surely it was not designed simply to provide leisurely amusements.[14] A more promising speculation might be that a university education was to educate the high classes as to their proper station in the world and as to how to maintain that world and their place in it. In short, students from the ruling class were taught how to rule.

Perhaps here we can see the roads converge. A community college need not concern itself with teaching the ruling class: its members would somehow usually have managed to exclude the community colleges from their itineraries. But, thankfully, we are not plagued by ruling classes: we live in a democracy and so rule ourselves. But if that is the case, then <u>everyone</u> needs to be taught how to rule. And since the community colleges have a mandate to provide education to virtually everyone who wants one, we would be woefully remiss if we did not teach our students how to rule.

When I speak of teaching our students how to rule, I am thinking not only of ruling politically but also of ruling one's self in one's day to day social, working, and family life.[15] For example, the point has been made well and often that in technical fields, workers may need to be trained as often as every twenty-four months. Therefore, merely training students in a certain set of

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14. Unfortunately, some justifications of a humanities education have taken just this tack: students should take humanities courses in order to be able to use well their leisure time. The funders-that-be are properly sceptical of such arguments - education for the unemployed in tough times?

15. The current B.C. government may not be too sympathetic to developing our political abilities, but they do frequently decry our inability to rule ourselves responsibly in our working lives.

currently marketable skills does not provide students with the ability - the power - successfully to undergo such retraining nor with the ability - the freedom - to make wise choices when they encounter such junctures in their lives.[16] The English Program's entry in FVC's Calendar makes a similar point with a quote from Northrop Frye:

> I don't see how the study of language and literature can be separated from the question of free speech... You're not free to move unless you've learned to walk, and not free to play the piano unles you practise. Nobody is capable of free speech unless he knows how to use language, and such knowledge is not a gift: it has to be learned and worked at.[17]

So where do all these philosophical remarks get us in terms of defining an Academic Program? One implication is that faculty in the Academic Program have two functions. The function we already perform and largely define ourselves in terms of is as provisioners of courses transferable to universities. A second function that we should perform but perhaps now do so largely only coincidentally with the first function is that of educating students in how to rule themselves in the broad venue of politics and in the venues of their personal and working lives. In order to perform the latter function, students need to have a basic understanding of how the world - nature, society, selves - works; perhaps most importantly, they need to be educated in the skills of how to learn and how to determine what is worth learning. We should not assume that courses designed to prepare students for third year seminars on medieval drama will also automatically teach them how and what to learn. If there is to be an Academic Program in the community college, then it must look to this second function: the function of providing what is usually called a General Education.[18]

Definition and Content of a General Education Program

There are many difficult philosophical issues in the above arguments and in any attempt to give a broad characterization of General Education. In an effort

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16. Cooke, p. 2, #2.

17. FVC 1982 Calendar, p. 72.

18. Apparently, there is some empirical research to show that liberal arts measurably increase students' critical thinking, broad analytical skills, ability to learn, independence of thought, empathy, seeing all sides of an issue, egalitarian values(!). Community College Humanist, April 1982, review of Winter.

not to succumb to the Definitional Problems mentioned above, I find the following definition of General Education not bad:

> that aspect of the instructional program which has as its fundamental purpose the development and integration of every student's knowledge, skills, attitudes, and experiences so that the student can engage effectively in a lifelong process of inquiry and decision making.[19]

In other words, General Education gives a student the knowledge, skills, and attitudes to cope with change in the world by increasing his or her alternatives for action so that he or she has greater freedom to choose wisely. Given such a broad characterization of General Education, one might despair at agreement about the specific content of a GE program. However, in my limited sampling of the literature, this difficulty was not noticeable.[20]

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19. From General Education in a Changing Society, Dubugue, Iowa, 1978, as quoted in Piland, p. 32.

20. Cohen, "Private Concerns and General Concepts in General Education," advocates the following four, core courses: Communications (examining propaganda, advertising, political persuasion, in a search for the truth), Institutions (social organizations, bureaus, commission, corporations), Culture (who we are, where we come from, art and self-expression), Energy (energy and its sources and control, pollution, argiculture, earth and space).

Botstein notes that areas of deficiency in extant GE are: literacy in science and technology in order to judge contemporary issues, western and non-western history and the ability to do historical investigation, understanding the roles of work and play with emphasis on doing artistic activities in order to understand the aesthetics of play.

Scally focuses on values: what influences us to have the values we do, what alternative possible values are there, choosing and justifying our values; he also notes the need for teaching the logic of problem solving.

Piland recommends a skill development approach for reasoning and problem solving, community work, career awareness, basic business education for our lives as workers, consumers, proprietors, and computer literacy.

Boyer, President of the Carnegie Foundation for Advancement of Learning, supports the foundation's claims that all students should study six areas: language and the other symbolic arts of communication, nature and history of institutions, production and consumption, interrelatedness of the natural world, our history and heritage, and the nature of values.

Morrill is almost exclusively concerned with values. He cites a wide range of evidence that values are the most important things students learn in college (p. 35-43), and that they do so from learning how to reason about values, not from indoctrination into a particular set of values or from becoming acquainted with particular great works (pp. 51-55).

The major areas of specific content for a GE program can be categorized in the following way. I have ranked these categories in the order of importance I would assign to them both in terms of the importance they assume in the literature and of the arguments in favour of them, particularly given the assumption that they are to serve students in all programs at FVC:

> Language and Logic: learnig to read, write, speak, and reason well, the latter including problem solving, scientific reasoning, use of computers, and reasoning about values.
>
> Work: learning about our economic relations as workers, consumers, and proprietors, and being able to function within those relations.
>
> Heritage: learning what makes the living a part of the past and the future through our political, economic, social, literary, and artistic inheritance.
>
> Nature: learning the basic patterns and pervasive interrelationships of the natural world.

Obviously, the topics and skills covered in these four categories could be arranged in many different ways.[21] I shall briefly explain my reasons for this arrangement. Language and Logic is a group of skills for how to think. While I consider knowledge of Shakespeare, of Kant, or of physics very important, learning about such great works or theories presupposes having these skills. If there is a choice between teaching these skills and teaching great works and theories, then I believe students will more readily grasp and retain the former than the latter. In fact, the distinction between learning these skills and learning great works and theories is not easily made, but that strengthens the case for giving skills priority: since students must have something upon which to practice their skills, that material can be carefully chosen so as at least to acquaint students with some of our heritage and scientific knowledge.

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21. See Appendix C for an unsystematic list of possible interdisciplinary courses.

So, to call attention to the skill development aspect of this category is in part a way to emphasize its primary focus to which other objectives should be subordinated.[22]

Work is ranked second because it is an area where great works and theories can be learned that are most directly relevant to every student's life and so most likely to be retained in students' knowledge. Heritage is perhaps most dear to those of us who teach humanities, but it is ranked third on the assumption that it will contain much that is not perceived by the student to be of direct relevance to his or her life. Of course, the student would be wrong, but that is little consolation if the student persists in that misperception and so is not a willing learner. Similarly, Nature is no doubt most dear to those who teach the natural sciences; it is ranked fourth here because much of its content could be used in Language and Logic.

It is not easy to figure out where a particular Academic discipline fits into these categories. Nature certainly includes the natural sciences as well as aspects addressed by psychology, physical anthropology and geography. Heritage involves history, literature, art, theatre, film, political theory, political science, cultural anthropology and geography, philosophy. Work is a more difficult field to pin down: it would certainly include all the latter mentioned fields plus economics, business communications, effective relations, psychology, sociology, and many careers and vocations. Language and Logic involves English composition, communications, reasoning, effective relations, mathematics, computer science, moral philosophy, and many careers and vocations.

Obviously, a person from each of the above mentioned disciplines would not be intimately involved in each edition of a course on one of these categories, but the integration of such various disciplines into courses based on these categories would probably make a shambles of our current organization of administrative units.

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22. It may be argued that the priorities could be reversed by reversing the process so that students learn the skills through their contact with great works and theories. Indeed, that is the traditional approach of academic education. For example, it is often objected that students do not need to take courses in reasoning since they must reason in all their courses. However, we have not found it unreasonable to teach special courses in writing and other forms of communication even though students have to perform those activities in all their courses. Thus, a composition course will usually deal with great works, but these are selected to serve the primary objective of enabling students to improve their writing. Surely, the ideal is an integration of the two processes. My argument here is directed to those cases where choices must be made between them.

I hope I have to this point answered some of the problems raised about GE in section I of this report. I hope that GE has a satisfactory working definition, that faculty without experience in GE can see its value, that it is evident how we do collectively have the expertise to teach such a program, that disciplinary ties need not be endangered, that enrollments in traditional courses would not be threatened significantly and enrollments in courses taught by academic instructors would increase. The major problems that remain are how such a program could be organized, developed, and funded at FVC. These problems will be taken up in the next section.

III. ORGANIZATION OF A GENERAL EDUCATION PROGRAM AT FVC

Some reasons have already been presented in favour of the educational superiority of a GE Program that includes interdisciplinary courses. Now I will argue that this approach is best given the organization and resources available at FVC, and that any approach adopted requires coordination in order to maximize its educational value.

There are four basic approaches to accomplishing the goals of General Education especially for occupational students:

1. Guest lectures by faculty in courses outside their usual areas, holding joint classes, preparing resource materials for programs outside their own.
2. Faculty teaching modules in courses and programs other than their own;
3. Faculty teaching specialized courses for specific programs;
4. Faculty teaching interdisciplinary courses.[23]

We are, of course, free to do (1) now, and it is sometimes done. However, it is haphazard, relying on sometimes coincidental personal contacts or individual initiatives; neither of these are the best basis for serving the educational needs of students. Approaches (2) and (3) certainly should be pursued, as recommended by the Report of the Task Force on the Academic Program. Coordination is essential to the successful use of these methods by making available and directing appropriate instructors and resources to needed areas. No doubt 'directing' raises hackles. There are two sides to this coin. On the one side, instructors have at times been hired by a program to teach courses, and there has been no consultation with instructors who already teach that same subject matter in other areas. A similar situation obtains with the teaching of modules. For example, a Business Management instructor is not necessarily

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23. Beckwith.

qualified to teach a course or a module on Business ethics, no more than would a moral philosopher necessarily be qualified to offer such a course or module on his or her own.[24] If we agree that the persons hired by the College as qualified to teach in certain areas of expertise should be, at the very least, consulted about the teaching of those areas in any course or program, then we should also agree that we are obligated to supply our expertise wherever it is needed in the College (with appropriate compensation over the long term, of course, as recommended by the Report of the Task Force on the Academic Program).

Coordination of approaches (2) and (3) is also needed in order to prevent the difficulties noted for (1). If, for example, a historian believes that there should be a course or module in the Criminal Justice Program on the history of punishment, then the decision as to the actual need and feasibility of such a course or module should not be a function merely of the personal relationship between historian and criminologist: that is not a sound basis for judging the educational benefits of such a proposal. Coordination is also needed so that a laissez faire competition does not ensue that could well be fatal to the offering of specialized courses, again to the detriment of students' education.

Interdisciplinary courses, it has often been argued, are the best approach for accomplishing the goals of General Education. If these arguments are correct, then that is obviously the most important reason to favour them. There are other considerations in their favour. They could possibly be required for all diploma and certificate students, or for some subset of such students for which they are designed, thus guaranteeing them viable enrollments. Parts of such courses can be modified for a variety of uses. A part could be modified for use as a module in another course, e.g., a module on problem solving in business could be developed from an interdisciplinary course in Language and Logic. Parts could be given via Community Education as workshops and short courses for in-service students and for the public. Such students might also be attracted to appropriately scheduled interdisciplinary courses whereas they could not be recruited for modules given in courses.[25] It has been noted that Art, Theater, and Film history and appreciation are inherently interdisciplinary areas that are quite appropriate for developing thematic treatments. Courses in these areas are now sometimes underenrolled. The expertise of these instructors might

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24. Hastings Centre, pp. 62-66.

25. Cohen, "Private Concerns and Major Concepts in General Education."

be used to great advantage in interdisciplinary General Education courses.[26] Finally, students might well be attracted from such courses into the only General Education interdisciplinary course we currently have, Power and Knowledge, as a second year GE course.

The need for coordination of interdisciplinary courses is obvious.

There is an additional factor in favour of coordination for a General Education program: it should have advisory committees, and it should also be guided by the advisory committees in the various programs it serves. In the Report of the Task Force on the Academic Program, it was recommended that an Academic Program Advisory Committee not advise on University Transfer courses since articulation committees already do that. But, then, what would an Academic Program Advisory Committee advise us about - about each non-transferable course we considered offering? There would be no continuity, no identity of an Academic Program upon which such an Advisory Committee could base its advise. Having a General Education Advisory Committee would provide that continuity and identity for advising us on non-traditional academic offerings.

I have argued for usefulness of modules and specialized courses in a General Education Program, for the great advantages of interdisciplinary courses in the Program, and for the need for coordination of these approaches. Now, we need to deal with the lack of time and money for coordinating, developing, and teaching such a Program, with the obstacles posed for it by FVC's organizational structure, and with the very limited time currently available in many programs for students to take any additional courses.

These problems need to be addressed in terms both of immediate prospects - the possibility of offering a General Education interdisciplinary course in 1982/83 - and of longer term possibilities.

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26. Brawer.

Immediate Prospects

Although Language and Logic is argued for above as the most important kind of GE category, it would also probably be the most difficult category around which to develop an interdisciplinary course, requiring close cooperation among contributing faculty and perhaps even needing to be offered in concert with some changes or substitutabilities with the Communications requirements or Computing Science electives for many Careers programs. Some of the functions of a Language and Logic course are now being served - though not as efficiently or pedagogically effectively as they might be by this course - by Communications, Philosophy 100, Math 103, English 100, Computing, etc. courses. Therefore, I suggest choosing one from among the following less difficult courses to organize that nonetheless include elements of the four groupings listed earlier:

Work: as described previously; has the advantage of containing some elements of problem solving with regard to economic situations, values, professional ethics, roles of technology and computers; also favoured because it does include some consideration of values and ethics which otherwise appear to be largely missing from FVC's occupational curricula; possible field work.

Science, Technology, Contemporary Society and Values: a more specialized course than Work, it may appeal to a narrower range of students but has the advantage that it may be more manageable for a quick and dirty trial run; still covers some areas of the four groupings, including some problem solving in ethics and computers; lots of resources and some texts already exist; possible field work.

Work and Values: a more specialized course with its concentration on values and ethics but broader by its obvious applicability to all fields of work; includes problem solving and some of the subject matter of Work; lots of resources available as such courses have become very common[27]; could be structured with first parts on nature of work and on ethical reasoning, and in later parts students could work on questions of values and ethics in specific occupational areas chosen by students (a resource in Washington has projects developed for over 200 occupations); possible field work.

Each of these courses would have to be very well coordinated in order to be efficient as, for example, a 3 unit course over one term or 6 units over two terms. As argued earlier, the emphasis should be on skill development: on teaching students to think well and to think about areas to which they would not be systematically exposed in their normal programs.

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27. Hastings Centre, pp. 4-5, 20-21.

Which course is chosen may largely be a function of who might be available to coordinate it. My guess is that a sociologist would be the best organizer of Work since Sociology 230 has some related content, perhaps an historian or a computer scientist with appropriate background and lots of help for Science, Technology..., and a moral philosopher with lots of help from careers and vocational faculty for Work and Values. Each of these courses should make use of a large number of faculty members, especially from occupational programs, with each faculty member contributing a bit so that the major burden would be for course organization and coordination of contributors more than for preparation of classes, although the organizer would probably have to provide instructional continuity in the classroom. And for each of these courses, there are resources available such as course outlines, bibliographies of print and other media materials, projects for students, etc. Non-traditional timetabling should be considered, e.g., 4 credits over two terms, and such a course might well be university transferable. They might also be structured with some core elements for all students, e.g., for 2 credits, and then trailer courses worth another 2 credits where the student applies the core elements to his or her particular field of interest.

So, by prudent selection of the course in light of personnel and resources available, the time and cost for launching a first course could be minimized. But it could not be eliminated altogether, especially given that there are other tasks that need doing in preparation for more ambitious and various GE courses in the future.

- compile a resource bibliography;
- order resources and correspond with and visit places where GE programs are in place in B.C. and Washington;
- timetable and publicize initial offering to gain the best response from a wide variety of students;
- provoke spinoffs such as workshops through Community Education, modules for regular courses, etc.;
- articulate internally, e.g., with various diploma and certificate programs, and externally;
- form a GE Advisory Committee and work with other Advisory Committees.

I estimate that these tasks and the development of the course would require at least 25% release time over a year plus credit for teaching the course.[28] Depending on the length of the course, a single faculty member would require

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28. This estimate is based on correspondence with St. Louis Community College at Meramac.

from 37.5% (for a 3 credit course) to 50% (for a 6 credit course over two terms). Not a little, but not a lot for initiating such a program with its potential long term benefits. And there might be various ways of creatively using extant release time and workloads for courses currently being taught in order to decrease costs further.

Organizing an initial GE course would have to be done around and not through FVC's current organizational and curricular structures. A lot of people would be donating some time to teaching the course, much as we do now for guest lectures and speaking to groups outside the college. Faculty from many areas of the College would need to work together in ways that are not now the rule. A major obstacle could be the lack of time for such a course in many occupational students' timetables. Many students have no room for electives in the first year of their programs. This problem might be mitigated by the fact that many such students are part-time and so might have the flexibility to take the course, and it is hoped that the course would attract students who otherwise would not be enrolling in courses at the College, e.g., students who have already completed an occupational program and in-service people. However, in the long term, these problems would have to be dealt with in a more profound way if a GE Program is to prosper.

Long Term Possibilities

Over the long term, several GE core courses should be developed; I have already recommended four groupings with emphasis on the Language and Logic grouping. For that to occur, the time allocated to GE obviously would have to be increased. But more profound changes would be needed to overcome the structural barriers of organization and curriculum that now exist.

First, the very limited flexibility of many occupational programs would need attention. These very limitations are evidence of the need for students in such programs to have more exposure to ways and areas of thinking outside of the courses now prescribed for their programs. It is assumed that the content of these prescribed courses is necessary, so ways need to be found for the students to have this broader exposure without sacrificing their other program content. (I have already argued that this exposure is not mere frills, e.g., not merely ways for students to improve the quality of their leisure time activities, but is important to their success in their occupations.) It is often claimed for GE courses that they are more efficient ways of securing this result. For example, a Language and Logic course should more efficiently teach students many skills that they presently would obtain by taking Communications or English 100, Philosophy 100, Mathematics 103, Computing Science, and Effective Relations

courses. But it will be difficult to accomplish this integration and also guarantee that it will not harm the faculty who teach the current array of courses.[29]

Second, some rethinking needs to be done about the organizational structure of the Division of Instruction or, at least, of the Academic Programs, not simply in order for a GE Program to work well, but because of the symptomatic nature of the obstacles our current organization raises for a GE Program. The Mathematics/Computing Sciences have already acted upon such rethinking, and my thinking bears some similarity to theirs. These obstacles also bear some similarity to the problems with the relations between Community Education and the Division of Instruction cited by the Report of the CAC Subcommittee on the Roles of the Division of Community Education and the Division of Instruction; problems also cited in the Self-Study.[30]

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29. The process of developing a GE Program at Miami-Dade Community College, as reported by Lukenbill, "Faculty and Program Development Go Hand in Hand," is tantalizing. The administration committed itself to a number of principles:

1. No faculty member would lose his or her teaching position as a result of any changes in the course requirements.

While faculty members were not promised they would always be teaching the same courses, to date no faculty member has had to make a substantial change to a new discipline area.

2. Faculty members would be provided opportunities to participate in staff development activities to prepare themselves to teach the new interdisciplinary courses.

3. Responsibility for the development of the new core courses belongs to those who will implement the courses, the instructors.

4. The general education core courses are a part of the general education program; consequently, all faculty members involved in helping students attain the general education goals, regardless of their discipline areas and academic departments, have a right to participate in the core course development.

No core course belonged to a discipline or department. A committee of eight faculty members was established to develop course objectives and basic content for each of the five core courses; committee members represented all relevant disciplines plus one representative from the occupational/technical area. Course objectives were distributed at least three times to other faculty for review and criticism. About thirty faculty members per course were released from one teaching assignment to participate in weekly, three hour seminars to develop course materials. A Faculty Resource Handbook was produced for each course.

30. See Math/Computing Personnel memo to Dean of Instruction, 1982 02 24; and other reports noted.

Few faculty do - or ought to - serve students only within easily defined budgetary or administrative units; for confirmation, all we have to do is look at the students in our courses.[31] But we are so defined at FVC, and these definitions will make it difficult for us to make ourselves available to enterprises such as a GE Program that needs to use faculty, staff, and other resources from all over FVC for all over FVC. Math/Computing Science has made some moves to break out of this definition in an effort to make themselves more readily available wherever they are needed. Perhaps the Careers Program organization with its many small units is better suited to such maneuverability.

Our current organization of the Academic Programs does not seem well suited to much of anything.[32] We rarely meet as a group; and when we do, much of our time is spent talking about the problems with our organizational structure! (And this structure separates us from many faculty who also have perhaps the single quality that all faculty in Academic Programs share: we teach university transferable courses.) One suspects that the units of Humanities, Social Science, and Math/Natural Sciences were originally formed in part so that the numbers in each group would be relatively balanced. (We could have had a Liberal Arts Department that included both Humanities and Social Sciences.) That balance is now dramatically altered since there is a Natural Sciences Department. I suspect the coordination tasks for Social Sciences and for Humanities do not differ markedly from each other but do differ substantially from those of coordinating Natural Sciences, and that it would not be much more onerous to carry out the routine administrative coordination of Humanities and Social Sciences as a single unit than it is for each of them to be coordinated separately.

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31. However, these students must all come to us - to our discipline or program courses - instead of, with some exceptions, our bringing to them the skills and knowledge they most need for their pursuits, as would a GE Program. Geographically, faculty travel to where the students are, but many of us remain in our discipline or program locations and require the students to travel; and a lot of them are not able to do so.

32. Perhaps that accounts for some of our problems with envisioning the propriety of a Director of Academic Programs.

Disciplinary units are needed, e.g., of history, sociology and anthropology, etc., just as there are small groupings by Careers program. Those units and their requisite meetings exist now. And occasional meetings of, say, a combined Humanities and Social Sciences budgetary unit, or its discipline spokespersons, would surely be necessary. But if we could minimize such meetings and confine them to routine administrative tasks that were not already performed at the level of the disciplinary unit, then we might have the opportunity to meet and cooperate with fellow faculty in broader - but not necessarily larger - units organized by educational functions we perform in common, e.g., English composition and Communications; math, computing, philosophy regarding teaching problem solving and logic; history, political science, English Literature, economics, geography, sociology, anthropology representatives regarding Canadian Studies. Surely, those are areas where our efforts also need to be organized, if not coordinated. These and disciplinary units are the cruicial <u>educational</u> units.

Well, the above are certainly thoughts about the longer term, but they are also thoughts we need to entertain if all faculty are to be able to cooperate effectively towards using their educational abilities for the benefit of students in all programs at FVC.

IV. RECOMMENDATIONS

Immediate

1. Depending upon the opinions of faculty about which courses would best serve students, the availability of appropriately qualified faculty to organize it, and the other resources available, one of the following courses should be offered as the beginning of a General Education Program at Fraser Valley College (see pp. 15ff, above):

   Work

   Science, Technology, Contemporary Society and Values

   Work and Values

2. A faculty member should be assigned from 37.5% to 50% of his or her workload in order to perform the following tasks for initiating a General Education Program at Fraser Valley College:

   a. Compile a resource bibliography, with the LRC's guidance, that is cross referenced by author, institution, subject matter.
   (In the process of compiling this report, I have the beginnings of such a bibliography. Once it existed, e.g., on the word processor, it could be added to easily by other faculty and staff.)

   b. Order materials, correspond with institutions with GE Programs, and where useful visit institutions in B.C. and Washington that have GE Programs.

   c. Organize the first GE course using, so far as possible, course materials from GE programs elsewhere and using a large number of faculty contributors in order to minimize the burden of preparation time for any single faculty member.

   d. Timetable and publicize this GE course to gain the best response from a wide variety of students.

   e. Articulate the course internally, e.g., with various diploma and certificate programs, and externally.

   f. Provide instructional continuity in the classroom during the teaching of this first GE course.

   g. Serve as spokesperson for the GE Program both internally and externally.

   h. Form a GE Program Advisory Committee and work with Advisory Committees to other programs.

i. Provoke and coordinate spinoffs from the GE course such as workshops given through Community Education, modules for regular courses.

Long Term

1. Offer the following General Education courses (or variants thereon) as the core of a GE Program (see p. 10, above):

   Language and Logic
   Work
   Heritage
   Nature

2. A faculty member should be assigned 50% of his or her workload to coordinate a continuing General Education Program at Fraser Valley College. In addition to the duties listed above, the following tasks should be performed:

   j. Coordinate working relationships between faculty in order to use their educational abilities to serve the educational needs of students in all programs at FVC.

   k. Oversee the development of the GE core courses noted above.

   l. Teach in some GE courses.

   m. Work with all program areas to develop more flexible course requirements for students and to develop the above GE courses so that they more efficiently help students to meet those requirements while providing students with a broader exposure to skills and knowledge that will improve their chances of success in their work, social, political, and personal lives.

3. The Dean of Instruction should, with faculty in the Academic Programs and in other programs, consider a restructuring of the organization of the Academic Programs in aid of Recommendation 2, m. The following suggestions should be considered:

   a. The Academic Programs should be administered for budgetary and other routine purposes by a Liberal Arts Department Coordinator (for the current Social Sciences and Humanities Departments) and a Natural Sciences Coordinator. Both Coordinators would sit as members of the Directors, or some equivalent, group.

b. Academic Programs' (i.e., discipline) Spokespersons should receive the same official recognition that Careers Program Coordinators currently enjoy, with release time provided for Spokespersons of larger Programs, such as English.

c. The General Education Program Coordinator should sit as a member of the Directors, or some equivalent, group.

d. Time and official sanction should be given for meetings of faculty and staff performing common educational functions, such as Communications and English Composition; math, computer science, and philosophy regarding problem solving and logic; faculty teaching GE courses.

APPENDIX A

The areas of interests listed below were gleaned from faculty members in the Departments noted from the questionnaire of the Task Force on the Academic Program, 1980-81. In order not to misrepresent their responses, they have not been put into a common format.

Math/Sciences Department

At the time of the questionnaire, there was a Math/Sciences Department. On April 30, 1982, the Dean of Instruction announced the establishment of a new department consisting of Data Processing, Computer Science, and Mathematics and reporting to the Director of Career Programs.

Dental Assistants Program

Nursing: biology, chemistry, physics

Agriculture: chemistry of soil and crop production; applied biology for farmers, veterinarians, horticulturalists

Biotechnology Business Program, e.g., gene technology

Science for non-University Transfer students

Math components for use of microcomputers, vocational programs, office careers, small business, technology and engineering

Basic reading, reasoning, and arithmetical skills course

Philosophy and history of math and science in Western culture

Scientific methods course for social sciences, biological sciences, business and commerce

Computer applications: business, agriculture, information services, teaching, etc.

Science in crime detection

Recreational math for education students and local teachers

Computers and Society

Math/Science for Developmental Studies

Food Technology Program

Community research projects supervised by instructors with paid student workers

Community resource for local groups, businesses, etc.

Math/Science lectures for the community: natural history of the Fraser Valley and the West Coast, star gazing, computers for family use, fun in the laboratory

Soil chemistry for gardeners

Swimming pool chemistry

Solar heating

Refresher courses, e.g., medical lab technicians

Humanities Department

Writing courses for all programs

Literature components for all programs

History components in other programs, e.g., of business, the family, technology

Art appreciation and museum tours

College Prep reasoning course with Developmental Studies

Ethics and the environment, e.g., for agricultural students

Business ethics

Aesthetics for Fine Arts students

Biomedical ethics for health care students

Professional ethics

Theater components for Fine Arts, Effective Relations, Communications, Early Childhood Education

Film appreciation for other programs

Business French

Community Education courses: Shakespeare, literature of fantasy and science fiction, Bible as literature, history and literature, philosophy and contemporary issues, Candian theatre, playwright workshop, directing course, new books in Canada, Canadian literature and landscape, weekend language immersion, Quebec literature and culture, Dosteyevsky and Tolstoi

Advanced composition and composition for teachers

Teaching languages for K-12 teachers, refresher courses

Serve as community resource and researchers

Poetry, creative writing clubs

Social Sciences Department

Not long before the Task Force questionnaire, the Social Sciences Department had queried its members about their interests, so their responses to another questionnaire on the same topic were sparse. Their responses to the earlier questionnaire have gone missing.

Sociology of work and labour relations for non-University Transfer students

Sociology of medicine

Work and environmental hazards

Agricultural economics

Major world conflicts, e.g., Ireland, the Middle East

Workshops on research and organizational skills, legal advising

Work/Study with community action groups such as Central American Support Group, Transition House: credit and college support to activities that grow out of and are relevant to classroom learning

Current Topics in economics

Labour courses for trade unionists

Community economic research

Local history and geography study groups

Geography and current events

Maps and recreation

Outdoor activities and recreation: prospecting, rock hounding, environmental educaton, local environmental studies

Racism

APPENDIX B

Faculty outside the University Transfer area responded to a questionnaire circulated by the Task Force on the Academic Program asking them to note areas where they believed University Transfer faculty could be helpful. In order not to misrepresent these responses, no attempt has been made to put them into a standard format.

Developmental Studies

College Prep interdisciplinary semester course, e.g., using film

Workshops, lectures, short courses on related topics, e.g., science, communications, women's concerns, law and legal aid, Human Rights, discrimination, racism, inform students about University Transfer subject areas, history of Fraser Valley

Workshops on teaching methods, psychology of motivating students, stress management

Emphasize general education, not University Transfer, aspects of Academic Program

General Mechanics

Short course on metric conversion

Workshops on how to study, note taking, listening to lectures

Welding

Short course on trade applications of mathematics

Workshops on chemistry of material testing

Interest in team teaching

Learning Resources Centre

Music

Cartography

Community Education

Collaboration and consultation in developing new programs

Special projects within the College

Community consultation: high school outreach, joint professional development days with local teachers, discipline meetings with local teachers, better marketing of academic area, speakers' bureau for local organizations

Courses, short courses, and workshops: solar greenhouses, languages, drafting, Latin American business opportunities for Canadians

Radio, correspondence, videotape teaching

Work and study programs

Transfer courses needed: Spanish, composition, civilization and art, courses towards International Technical Degree as at Pacific Vocational Institute, music, physical education

Contract educational services to business, industry, agencies

Library Technicians Program

Semester courses on institutional business procedures

Short courses: personnel supervision, children's literature and programs

Office Careers

Short courses: computer technology, English grammar, other business areas

Workshops: data processing, current events, politics, women's concerns

Consultation and collaboration in developing programs

Social Services

Consultation and collaboration in program development

Special college and community projects and consultation

University Transfer teaching must emphasize experiential learning

Our own faculty have lots of academic background

Sociology of the family

Courses should be a response to student demand

Careers Program

Interdisciplinary Canadian Studies

Business Management

Consultation and collaboration on program and curriculum development

Students need more exposure to academic disciplines but they only have time for two electives per year, so a one or two semester multidisciplinary course would be most useful

Courses especially for business students, e.g., organizational psychology

More non-University Transfer courses

More creative time tabling: not always 4 hours per week for 15 weeks

Dental Assisting

University Transfer program has little effect on my program

Homemaker Training

Food and Nutrition, Consumer Problems, Home Management, Family

Early Childhood Education

Additional University Transfer courses: sociology of the family, sociology of the community, psychology at night, history of educational philosophy, history of early childhood education, children's literature, more applied sociology and psychology, linguistics and psychological development

Non-University Transfer Semester courses: genetics, French for children, drama for children, physics for children

Shortcourses and workshops: children in other cultures, child abuse, geography for children, biology, small business bookkeeping, children's costumes, ecology for children, poetry for children, ceramics for children, designing children's places

Student Services

Added disciplines needed: University Transfer Commerce/Business Administration, experimental psychology, second year science, creative writing, physical education, music, theater in Abbotsford, religious studies, first year UBC agriculture courses

More awareness of non-transfer students: Science Spectrum series, high school speakers program, more practicality to academic courses, public workshops and seminars

Better preparation of transfer students who report heavier third year workloads at universities than they are prepared for

More attention to two year academic diploma

Establish advisory committee

More institutional research for data on community needs

APPENDIX C

The following is a not terribly systematic list of ideas for non-traditional academic courses, many particularly oriented towards students in non-University Transfer areas. These ideas were gleaned from responses to the Task Force on the Academic Program questionnaire and the literature. See Resources for references and sources of course materials, course outlines, etc.

Ethics - Biomedical Ethics
Business Ethics
Professional Ethics

Frontiers of Thought

Business in Literature

Business Systems and Logic

Clothing Trades: fashion as art, psychology and symbolism of fashion, writing ad copy, sociology of costumes

History of police and crime

Crime detectors in literature: police, detectives, guards, prisons, judges, courts

Criminals in literature and the arts

Philosophy of Crime

The Good Life: self and nature, self and society, self and other selves in history, literature, art, philosophy

History, ethics, politics, sociology of health care

Old Age and Death: nostalgia and regret, maturity and death, generation and parenthood, friendship and isolation, history and the past, fate and destiny, truth and wisdom, grieving in different cultures

Utopias

The Future

Sexuality

Philosophy, history, politics of the welfare state

Uses of art to help people express themselves and interpret the world through music, art, poetry, drama, dance: for students in helping professions

Philosophy and Children

Popular Culture

Problem Solving

Religion: religious studies, philosophy of religion, Bible as literature, religious art, anthropology of religion, sociology of religion, psychology of religion

History, literature, philosophy of technology for agricultural managers and technicians

Science, Technology, and Contemporary Society and Values

History and Philosophy and Science

Technology and Literature

Scientific Thought

Humanities for Life Technology students

Human and Natural Environments

Computers and Society

Industrial History: literature, art, architecture, politics, education, philosophy in the industrial age

Automobiles and Society

History and Political Economy of: forestry, building trades, etc.

Environment: history of European attitudes to Nature; utilitarianism; obligations to future generations,past generations,minorities, indigenous peoples, animals, plants, land forms; being natural; preserving the irreplaceable; beauty of nature; politics of nature; nature, women, and natives.

Work: history, social dimensions of change in work, psychology of work, work and play, minorities and work, discrimination in the work force, workers' rights, labour movement in movies, literature, song, art, drama, work and alienation, work in other cultures, work and human nature, work and justice

Aesthetics of work and labour

Career related uses of second languages

Ethnic studies

History of the professions

Search for Truth: propaganda, political persuasion, advertising, evaluating evidence, reasoning

Human Values: what influences our values, what other possible values could we hold, how do we justify our values

APPENDIX D

Resources

Advisory Committees for the Humanities

Advisory Committees for the Humanities, Center for the Study of Community Colleges, 1980, 17 pp., (ED 188 669).

Clark College, Vancouver, Washington; Richard Hawkins: correspondence about their efforts. (Paul Herman)

Formation and Uses of Lay Advisory Groups for the Humanities, Project Report Number 14, Center for the Study of Community Colleges, 1980, 9 pp. (No ED number yet)

Oakton Community College: correspondence about their efforts. (Paul Herman)

Olympia College, Bremerton, Washington 98310, 206-478-4866, Polly Zaneta.

Shoreline Community College, Seattle, Washington, Denzil Walters: correspondence about their efforts. (Paul Herman)

Ethics

Metropoulos, N., "A Socratic View of Values Clarification within Community Education," College Student Journal, Fall 1977, pp. 271-276: a ten session program.

Morrill, Richard L., Teaching Values, 1980, (LRC): pp. 21-22: place of interdisciplinary courses in teaching values; pp. 35-43: moral development as the major influence of college studies; pp. 47-50, 81-82, 102-106: areas of applied ethics; 62-68: objectivity of ethics.

Theory Into Practice, April 1077: issue on moral development and education.

Whatcom Community College, Bellingham, Washington, Jean Cameron: correspondence (Paul Herman); Evolution of Contemporary Values: packet of readings, slide lists, evaluation materials, study guides available for $3.

Ethics - Biomedical

Highline Community College, Charlotte Davis: Perspectives on Dying course to aid nursing students dealing with terminally ill patients and their families.

Oakton Community College, Phyllis Woloshin: Medical Ethics for Allied Health Programs: genetic testing and engineering, abortion, health care delivery, euthanasia, death and dying, personal rights.

Shoreline Community College, Seattle, Washington, Ann McCartney (Humanities), Elizabeth Nowlis (Nursing): Perspectives on Dying course to aid students dealing with terminally ill patients and their families, open to all students.

University of British Columbia, Earl Winkler (Philosophy).

Ethics - Business

Johnson Community College, Overland Park, Kansas, Scott Yeargain (Philosophy): seven case studies in business ethics, taped interviews with consultants; see Cooke in Bibliography.

Simon Fraser University, David Zimmerman (Philosophy): bibliography on business ethics.

Williamsport Area Community College: good bibliography; see Cooke in Bibliography.

Ethics - Professional

Skagit Valley College, Washington, Walter Coole (Philosophy): gives core classes on professional ethics, then students do special studies on professional codes of ethics in their own fields; has student project assignments for over 200 different occupations.

General Education - Interdisciplinary Courses

Atlantic Community College, Mary's Landing, New Jersey 08330, Thomas Boghosion (Department of Developmental Studies): The Good Life course with history, literature, art, philosophy on self and society, self and nature, self-consciousness.

Beckwith (see Bibliography): four methods of integrating humanities and occupational programs; bibliography.

Botstein (see Bibliography): good philosophical basis for liberal education.

Boyer (see Bibliography): six themes for GE courses.

Brawer (see Bibliography): possible interdisciplinary courses for various disciplines.

Brawley (see Bibliography): strategy for starting with specific occupational courses and later adding relevant breadth with humanities courses.

Breward Community College, Robert Aitken (Chair of Division of Liberal Arts): correspondence (Paul Herman).

Cantor (see Bibliography): humanities as a program and what it can do for other programs with various strategies.

Coast Community College District, Orange County, California, Miami-Dade Community College, Florida, City Colleges of Chicago: jointly developed Teachers' Handbook in interdisciplinary humanities courses, available on request.

Cohen, Community College Review, v.8 #3: GE core courses with occupational modules, GE Department advocated.

Dehnart (see Bibliography).

Edmonds Community College, Washington, Larry Heberleing Barbara Morgridge, Richard Davis, Mary Hale: Designing Yourself one credit workshop to introduce vocational students to humanities, feeds into academic core courses.

Hammons (see Bibliography): good list of pro and con GE forces.

Henderson, Algo D. and Jean G., "Revitalizing General Education in the Community Colleges," 1978, 43 pp. (ED 157 565).

Hunter (see Bibliography): useful list of objectives for GE students.

Keller (see Bibliography): arguments in favour of GE with anti-elitist remarks.

Kockline (see Bibliography): some evidence that occupational students want humanities breadth; competency based objectives for GE.

Luckenbill (see Bibliography): description of GE program at Miami-Dade Community College; excellent process for developing faculty and GE program.

Miami-Dade Community College, Florida, Richard Janero, Thelma Altshuler.

Murchland (see Bibliography): good on goals of liberal education.

New Directions for Community Colleges: Merging the Humanities: much on inter-disciplinary humanities courses.

Piland (see Bibliography): definition of GE with steps to implementation.

Saddleback College, California, Nacy Jo Hoy: two courses.

Scally (see Bibliography): values in courses for occupational students, rationale, examples.

Winter (see Bibliography): empirical study of value of liberal arts.

Humanities

The Humanities in American Life (ED 196 365)

Kroeger (see Bibliography)

NEH Western Humanities Conference Workshop, 1977 (ED 152 349).

Report of the Task Force on the Academic Program, FVC, 1981.

Humanities - Community Education

Bellvue Community College, Kae Hutchinson: humanities non-credit activities and courses using community resources, needs surveys, financing, marketing.

Moon (see Bibliography): community colleges serving adult learners.

New Directions for Community Colleges: Reaching Out Through Community Service, Summer 1976: articles on various methods and activities.

Report of the CAC Subcommittee on Community Education and Division of Instruction Roles, FVC, 1982.

Report of the Task Force on the Academic Program, FVC, 1981.

St. Louis Community College at Meramac: correspondence on using modules from interdisciplinary courses for community education (Paul Herman).

State University of New York at Albany, Capital District Humanities Program: eight detailed reports on humanities programs (mostly non-credit) for adults with reports on types of successful programs, special requirements of faculty, use of community institutions, promotion and publicity, special problems within the institution; looks very useful. (Paul Herman)

Tacoma Community College, Washington, Tanya Brunke: humanities non-credit activities and courses using community resources, needs surveys, financing, marketing.

Interdisciplinary

Bellvue Community College, Washington. Kae Hutchinson: Humanities non-credit activities and courses using community resources, needs surveys, financing, marketing.

Change, Report on Teaching No. 6: issue on interdisciplinary courses.

Community Colleges Humanities Association, Pacific Conference, November 19, 1982, San Francisco: contact Plly Zaneta, Olympia College, Bremerton, Washington 98310, 206-478-4866.

Douglas College: Frontiers of Thought course

Engineering Education, v.62, #5-8, February to May 1972: guided design method of instruction appropriate for interdisciplinary courses.

Kwantlen College: Frontiers of Thought course.

Morrill (see Bibliography): place of values in interdisciplinary courses, areas of applied ethics.

New Directions for Community Colleges: Merging the Humanities: much on interdisciplinary studies.

Parsons (see Bibliography).

Report of the Task Force on the Academic Program, FVC, 1981.

Tacoma Community College, Tanya Brunke: Humanities non-credit activities and courses using community resources, needs surveys, financing, marketing.

Interdisciplinary - Business

Bowie (see Bibliography): good justification and examples of business ethics.

Bunker Hill Community College (see Cooke in Bibliography): business systems and logic.

Central Virginia Community College, Lynchburg, Virginia 24502, Eduardo Peniche (Coordinator, Cross Cultural and Foreign Language Center): Business and Humanities.

Community College Humanist, v.3 #2 & 3: reports on 1981 workshops with business and humanities instructors to develop joint courses.

Duchess Community College (see Cooke in Bibliography): business and literature.

Greater Hartford Community College (see Cooke in Bibliography): business and literature.

Skyline College, Art Gump and Leonard Herzstein: Humanities and Business: A Multicultural Introduction with emphasis on US and Japan.(Paul Herman)

Spokane Community College, Kathleen Katinis (English)

Spokane Falls Community College, C. Bryan West: business and literature.

Interdisciplinary - Clothing Trades

Amalgamated Clothing and Textile Workers Union, 15 Union Square, New York, New York 10003, Marvin Ciporen.

Interdisciplinary - Crime and the Law

Bristol Community College, Fall River, Massachussetts 02720, Paul Fletcher (Chair, Division of Arts, English and Languages), Raymond J. Laverture, Sr. (Director, Criminal Justice Program): single course on the criminal in literature and the arts.

Genessee Community College, Margaret Williams: Criminal Justice and Literature.

Johnson Community College, Overland Park, Kansas, Lois Nettleship (Historian): modules on history of police and political machines, changing definitions of crime, vagrancy laws; has bibliography, source material for class discussions, student projects for each topic; also see "Lectures on Law Enforcement," 1979 (ED 183 223), and Cooke in Bibliography.

Interdisciplinary - Health Care

Change, February 1977, pp. 14-16: history, ethics, politics, sociology of health care.

Northwestern State University, Shreveport, Louisianna 71105, Sylvia Wright Rayfield (Director, Associate Degree Nursing Program): Human Values of Nursing.

Pennsylvania State University, College of Medicine, Hershey, Pennsylvania 17033, Al Vastyan (Chair, Department of Humanities): Humanities for Health Care Students.

University Centre, Michigan, Leticia Molter: correspondence (Paul Herman).

University of Florida, College of Medicine, Gainesville, Florida 32610, Ronald Carson (Chief, Division of Social Science and Humanities): Humanities Perspectives on the Professions.

West Valley Joint Community College District, Saratoga, California 95070, Carolyn Fisher (Nursing), and Mission College, Santa Clara, California 95054, Son Minh Le (Philosophy): interdisciplinary humanities for Allied Health Care students.

Interdisciplinary - Problem Solving

Problem Solving Newsletter: reviews of various programs especially Piagetian and adapted for subject areas, much material to write for (Paul Herman).

Thinking: the Journal of Philosophy for Children, (Paul Herman).

Interdisciplinary - Science and Technology

Abraham Baldwin Agricultural College, Tifton, Georgia 31794, John Libby Campbell (Director, Life Studies Technology Program): Humanities for Life Technology Students; Gary Roberts: course for agricultural managers and technicians that includes history, literature, philosophy, writing. See NEH Western Humanities Conference Workshop, 1977 (ED 152 349).

Borough of Manhattan Community College, Tziporah Kasachokoff: Frontiers of Knowledge - computers and technology, biogenetics.

Change, Summer 1975, pp. 30-38: extensive description of interdisciplinary course at Amherst on interaction between human and natural environments.

Change, February 1977, pp. 14-16.

Chemetka Community College, Salem, Oregon, William Clonecker: Literature for Technicians, a non-transfer course to overcome apparent antipathy between humanities and technology; see Cooke in Bibliography.

College of San Mateo, Political Science Department: Technology, Contemporary Society, and Human Values.

Genessee Community College, Margaret Williams: History and Technology using Connections TV series.

Indian Hills Community College: three week module on change in technology for agricultural programs.

James Sprunt Technical College, Kenansville, North Carolina 28349, E. Thomas Fife (Instructor of English and Humanities): interdisciplinary humanities for occupational students.

Northland College, Ashland, Wisconsin 54806, Gladys Jackson (Professor of English): Humanities and Occupational Issues in Environmental Studies.

Saddleback College, California, James Thorpe: Living with Technology.

University Centre, Michigan, Leticia Molter: Literature for Technicians (Correspondence with Paul Herman).

University of Maryland, Dudley Shapere (Philosophy): outlines, reading lists, suggested paper topics, exam questions, other material for Scientific Thought course, available on request.

University of Wisconsin/Milwaukee, Milwaukee, Wisconsin 53201, Raymond Merritt: Cultural and Technological Studies Program.

Interdisciplinary - Work

Change, July-August 1979: issue on work and education with emphasis on worker education.

Clark Technical College, 570 East Lettels Lane, Springfield, Ohio 45505, Lloyd Monnin (Chair, General Education Department): Work and Human Fulfillment: work and myth, work within other cultures, work and human nature, work and justice; a 2 credit core course followed by 1 credit trailer courses in specific areas such as law and workers, work and leisure, human values in the marketplace.

Edmonds Community College, Washington, Mary Hale: modules on American labour movement in movies, literature, local history, and song; has been presented in one full day with vocational classes cancelled for students to attend; has extensive bibliography.

Johnson Community College, Overland Park, Kansas, Landon Krichner (Director of Humanities and Social Sciences): modules on history of work, social dimensions of change in work, psychology of work, work and leisure, minorities and work; also see Cooke in Bibliography.

Norwalk Community College: see Cooke in Bibliography.

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Advisory Committees for the Humanities, Center for the Study of Community Colleges, 1980, 17 pp., (ED 188 669)

Beckwith, Miriam M, "Integrating the Humanities and Occupational Programs: An Inventory of Resources," Community College Review, v.9 #1, pp. 57-64, (LRC):
Four methods for GE: Interdisciplinary courses;
Specialized courses targeted for specific occupational programs;
Modules;
Guest lectures, holding joint classes, preparation or resource materials.
Bibliography and Review of Literature

Botstein, "College Could Be Worth It", Change, Dec. 1976, (LRC): goals of liberal education; current inadequacies: scientific literacy, history, aesthetics of play and the arts.

Bowie, Norman E., "Business Education, the Liberal Arts, and the Community College," Review and Proceedings of the Community College Humanities Association, February 1982, pp. 20-33, (Paul Herman): good examples and justification for business ethics.

Boyer, Ernest L., "A Call for Common Learning," The Review and Proceedings of the Community College Humanities Association, February 1982, pp. 3-8, (Paul Herman):

Boyer is President, Carnegie Foundation for Advancement of Learning.

Foundation has concluded that there are six themes all students should study: (1) sending and receiving messages separates humans from all other forms of life: study and be proficient in language and symbolic arts; (2) Nature and History of Institutions: the heart of economic, education, familty, political, religious life; (3) Production and Consumption: work and our interdependence. (4) All forms of life are interlocked: interrelatedness of natural world. (5) Our history/heritage: we are part of the dead, living, and the unborn; (6) Nature of Values.

Boyer and Kaplan, "Educating for Survival; A Call for A Core Curriculum," Change, March 1977, pp. 22-29, (LRC).

Brawer, Florence B., "The Humanities in Two Year Colleges: Trends in Curriculum," 1978, ERIC, (LRC Microfiche):

NEH included following: cultural anthro, art appreciation and history, languages, history, literature, music appreciation and history, philosophy, political science, religious studies, cultural geography, ethnic studies, women's studies; NOT performing arts, English composition, physical geography and anthropology.

Interdisciplinary possibilities:

Anthro: myth and medicine
Art History: inherently interdisciplinary; specialized courses that respond to current interests of students; aesthetics as related to various occupational programs.
Languages: career related uses of second languages, ethnic studies and appreciation courses.
History: modules on histories of various professions
Interdisciplinary: only area showing increased enrollments in Humanities!
Philosophy: ethics and specialized topics showing increased enrollments; modules for occupational courses.
Film and Theatre Appreciation: inherently interdisciplinary; easy to compile thematic films for occupational courses; Dramatic presentations of situations for occupational students

Brawley, Edward A., "The Place of Liberal Education in Community College Programs for the Human Services," Community College Review, v.7, #4, Spring 1980, pp. 4-11, (LRC):

Liberal arts requirements and electives for occupational students don't necessarily liberalize occupational education: don't liberalize the vocation, and UT courses often not appropriate for so doiong.
Perhaps better to start students with specialized, practical occupational education that they know they're interested in, and then have liberal education later when students are better placed to see the broadening aspects of it as it connects with the students' specialization.
Seminars on practical issues might be good place to start by bringing to bear expertise of various disciplines on the problems to show their relevance and to show how the problems raise much more general issues requiring a broad, liberal arts approach.

Cantor, Harold, and Kary Martens, The Humanities in Two Year Colleges: What Affects the Program?, (LRC Microfiche):

26: Second language for police, nurses; medical ethics for allied health workers; art appreciation for design students. General Associates degree that gives credit for work experience plus required Humanities and Social Sciences courses. Use Community Ed to try out new course possibilities and cultural events to stimulate interest in those possibilities.

35: Humanities need a masterplan, regular review, objectives. Get involved in other programmes, their basic skill courses, offer interdisciplinary courses.

36: Have Humanities requirements for AA degree and other degrees

39: Give counsellors course descriptions for a variety of types of students; plan courses with other programmes to appeal to their students; lobby non-academic faculty to counsel their students into Humanities courses; develop resource packets and modules for interests of non-academic that uses the language for their areas.

41: Think of Humanities as a Program and its value as such to other programmes: exchanges both ways between areas, coordinated scheduling of classes.

Carpenter, Don A., "Bridging the Gap Between Vocational Education and the Liberal Arts," Community College Review, v.6, #3, Winter 1979, pp. 13-23, (LRC).

Change, Summer 1975, pp. 30-38, (LRC): extensive description of interdisciplinary course at Amherst on interaction between human and natural environments.

Change, February 1977, (LRC): info on Business Ethics; info on Interdisciplinary Technology courses.

Change, June 1977, (LRC): good description of various positions on issues in Popular Culture.

Change, July-August 1979, (LRC): Entire issue on Work and Education with focus on worker ed.

Change, Report on Teaching, #4, "Sociology Through Social Action", (LRC):

brief description of community work or, at least, study as part of sociology courses.

Change, Report on Teaching, #6, 1978, (LRC):

Issue entirely on Interdisciplinary Studies: reports with notation of resources and contacts.

Nature of Evidence;

Humanism and Engineering;

American Culture with internships in museums and civic organizations;

SOAR: Piagetian cognitive skills development for academic and occupational students;

The Future: social, cultural, aesthetic;

Various other Humanities Interdisciplinary courses;

Pre-Law, pre-Med, pre-Engineering, pre-Business Humanities Interdisciplinary courses;

Cohen, Arthur M., "Humanizing The Curriculum," Change, June, 1977, (LRC): recommendations to mostly non-faculty groups about steps needed to maintain health of the Humanities.

------ "What Next for Humanities?" Community College Review, v.7 #4, Spring, 1980, pp. 66-71, (LRC): general survey and remarks.

------ "The Humanities in Two Year Colleges: Reviewing Curriculum and Instruction, (ED 110 119).

------ "Private Concerns and Major Concepts in General Education", Community College Review, v.8 #3, pp. 63-69, (LRC): General ED Core: Communications (propaganda, advertising, political persuasion: search for the truth); Institutions (Social organizations, bureaus, commissions, corporations); Culture (who we are, where we come from, art and self-expression); Environment (energy, sources and control thereof, pollution, agriculture, earth and space).
Occupational Modules: e.g. Fashion Industry: psychological aspects and traditional symbolism of fashion, how to write ad copy, social roles of fashion, fashion as art.
Community Ed: quick course on special topics of interest, eg. music appreciation with concert series, labour relations during major strike, land use when major zoning questions. All taught by a General Education Division with its own Chair.

Community College Humanist, v.3 #2, v.3 #3, (Herman): reports on 1981 workshop with Business and Humanities instructors to develop joint courses.

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Dehnart, E., et al, A Contemporary Course in the Humanities for Community College Students, pp. 208, (ED 140 893).

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General Education at Miami-Dade Community College. Draft Document, 1979, 46 pp., (ED 128 052): pioneer in GE with great program for faculty and course development.

Genesis: A Report to the National Endowment for the Humanities by the Coast Community College District, 1976, (ED 130 732): pioneer in GE development.

Hammons, James O., "General Education: A Missed Opportunity Returns," New Directions for Community Colleges: Shaping the Curriculum, #25, 1979, pp. 63-73, (LRC): good survey of forces pro and con GE.

Hastings Centre, The Teaching of Ethics in Higher Education; A Report by the Hastings Centre, New York, 1980, (LRC):

4-5: Almost every med school in US now has some intro to medical ethics, over 50% have serious courses; almost 90% of law schools in US have required course on professional responsibility; many other impressive gains.

20-21: More stats on ethics courses.

22-23: Most ethics courses are interdisciplinary, team-taught, use case methods, more and more are aimed at pre-professionals; many General Ed courses feature ethics.

24-25: Science, Technology, and Human Values courses.

25-28: Pre-professional ethics courses.

28-32: Ethics in Social Science and Humanities courses: dangers of being taught by instructors untrained in ethics.

32-46: Ethics in Professional Schools: various professions and issues dealt with.

47-55: Goals of teaching Ethics: many reasoning and analytical skills.

62-66: Qualifications of instructors: for applied ethics courses, instructor needs qualifications in both fields, often attainable by team teaching between ethics instructor and instructor in applied field.

91ff: Excellent bibliography including several other Hastings Centre monographs.

extensive review of the above in Teaching Philosophy, v.4 #2, (Paul Herman)

Henderson, Jean G. and Algo D., "Revitalizing General Education in the Community Colleges," 1978, 43 pp., (ED 157 565).

Hoyt, Kenneth, Career Education, Vocational Education and Occupational Education: An Approach to Defining Differences, 1974, 20 pp., (ED 099 623).

The Humanities in American Life, (ED 196 365).

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Useful lists of objectives students in General Ed courses should reach; helpful for justifying the existence of Gen. Ed.; competency based.

Institute on Human Values in Medicine, "Human Values Teaching Programs for Health Professionals," Report No. 7, 1976.

Keller, David M., "Culture and Commerce, The Humanities Track," Community and Junior College Journal, April 1980, pp. 7-11: standard pro GE arguments, also as anti-elitist.

Kirkwood, Ronald, "Humanities for the Non-Transfer Student," Junior College Journal, June-July, 1971, (EJ 038 118).

Kochline, William A., "The Marriage of the Humanities and the Trades," New Directions for Community Colleges: Occupational Education Today, #33, 1981, pp. 77-83, (LRC): some evidence that occupational students want humanities courses.

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Lukenbill, Jeffrey D., "Faculty and Program Development Go Hand in Hand," Community and Junior College Journal, March, 1982, pp. 16-19, (LRC):

Excellent, specific account of Miami-Dade CC's method of developing Gen. Ed. courses with faculty development process and guarantees made by administration.

--------, "General Education at Miami-Dade Community College," Review and Proceedings of Community College Humanities Assoc., February 1982, pp. 14-19, (Paul Herman):

All Degree seeking students, including occupational, must take five core courses: Communications, Humanities, The Social Environment, Energy in the Natural Environment, The Individual in Transition. All five have common goals and particular course goals; all are interdisciplinary.
Have developed faculty resource book on teaching strategies, biblios, AV materials, meeting special needs, assessment methods.

Marty, Myron, "Rethinking Everything," Review and Proceedings of Community College Humanities Assoc., Feb 1982, pp. 34-42, (Paul Herman): getting work and getting educated are dual roots of good, structured curriculum.

McAlexander, A., A New Interdepartmental Course: Science and Society, 1976, 57 pp., (ED 119 776).

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21-22: place of Interdisciplinary courses in teaching values;

35-43: Moral development as the major influence of college studies;

47-50, 81-82, 102-106: areas of applied ethics;

62-68: objectivity of values.

Murchland, Bernard, Change, November, 1976, pp. 22-26, 62, (LRC): good account of liberal education as a process for creating moral beings; philosophical background from Greeks to Dewey; positivist debacle; standard intro courses are for recruitment to further discipline courses, not for liberal education.

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Piland, William E., "General Education in Community Colleges: Now and in the Future," Community College Review, v.9 #1, Summer 1981, pp. 32-39, (LRC):

32: General Education = "that aspect of the instructional program which has as its fundamental purpose the development and integration of every student's knowledge, skills, attitudes, and experiences so that the student can engage effectively in a lifelong process of inquiry and decision making." quoted from General Education in a Changing Society, Dubuque, Iowa, 1978, p. 29.
i.e., knowledge and skills that enable students to cope with change in the world, that increases the options for action and therefore extends student's freedom to choose wisely.

34-35: 1. Need to specify learning objectives for the program.
2. Skills approach should be used in Interdisciplinary program, e.g., various reasoning and problem solving programs such as SOAR, DOORS, ADAPT.
3. Horizontal approach: teachers from different disciplines team-teach interdisciplinary GE course.
Vertical approach: teachers teach different courses in integrated manner.
4. Community work as part of GE courses.
5. Careers awareness as part of GE courses. e.g., historians can do more jobs than just teach for a career.

37: 6. Basic Business education as part of GE courses: so much of our lives and choices spent as consumers, workers, proprietors, etc.
7. Computer literacy, e.g., used as teaching tool, simulations, model building and testing, should be part of GE courses.

38: Independent study as continuation of GE courses.

Problem Solving Newsletter, (Herman); much material reviewed, lots on Piagatian programs, lots on adaptation to subject areas.

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Humanities must show how value and meaning apply to work, not just to leisure:

1. what influences us to have the values we do?

2. Compare values: what is possible?

3. Making and justifying choices of values.

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